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ABSTRACT

This is the fifth annual compilation of graduate theses and dissertations in English as a second language (ESL). This series is intended to provide researchers in ESL, bilingual education, and related fields with specific information on current graduate-level studies. Each of the sixty-nine entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. A summary of thesis content is also included for most entries. The research categories included are adult education, bilingualism, contrastive studies, culture, curriculum, grammar, methods and materials, phonology, profession, psycholinguistics, reading, second language learning, sociolinguistics, testing, visual aids, vocabulary, and writing. (JK)

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ED208673

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

35

ESL Theses and Dissertations: 1979-80

Stephen Cooper

U.S. DEPARTMENT OF EDUCATION
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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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PREFACE

This is the fifth in a series of annual compilations of data on graduate theses and dissertations in English as a second language. The studies reported here were completed during the academic year 1979-80. This project is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific information on contemporary graduate-level studies.

Program directors, thesis advisers, and department chairmen at institutions in the United States and Canada known to have graduate programs in ESL/BE or in linguistics with an interest in ESL were invited to submit data for this listing. It should be noted that the majority of M.A. programs in ESL provide an alternative to a thesis requirement. This compilation represents most of those programs which do generate theses and dissertations.

The studies found in this listing are organized under subject area headings similar to those used in the indices of the TESOL Quarterly. Categories are not mutually exclusive. Cross-listings appear at the end of some sections. Each entry provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of the thesis adviser(s), department or program, and, when available, the writer's address. Most entries include summaries of abstracts prepared by the writers of the studies. An author index and a language and culture index are appended to the listing.

Users of this document who desire specific details of degree programs represented in this listing should consult Charles A. Blatchford, Directory of Teacher Preparation Programs in TESOL and Bilingual Education, 1978-1981 (Washington, D.C.: TESOL, 1979) and the Directory of Programs in Linguistics in the U.S. and Canada, Linguistic Society of America Bulletin No. 88 (November 1980).

The compiler gratefully acknowledges the assistance of the many graduate program coordinators and others who provided the materials for this listing. Gratitude is also expressed to the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, and the Department of Speech of Louisiana State University for their support of the project.

Stephen Cooper

ADULT EDUCATION

SEE: 3, 5, 30, 35, 55, 62, 64, 66

BILINGUALISM

1. Betcher, Michael A. Observations on the language acquisition of a Thai/English bilingual child. M.A.T., School for International Training, 1980. Adviser: Alvino E. Fantini, M.A.T. Program. Writer's current address: Centro Boliviano Americano, Casilla 20623, La Paz, Bolivia, APO Miami, FL 34032.

A child subject, bilingual in Thai and English, was studied daily during his 25th and 26th months for aspects of transference and interference in his developing speech. Attention was focused on prosodic features (intonation/tonality), word borrowing, and code switching. Examples of these phenomena were recorded, but the most significant was that of prosodic interference, wherein English intonation indicating stress, excitement, or urgency was carried over into the strictly regulated Thai intonation system.

2. Johnson, Nancy K. An analysis of teachers' responses to first grade bilingual students' oral language errors. Ph.D., The Univ. of Texas at Austin, 1980. Adviser: Judith W. Lindfors, Foreign Language Education Center. Writer's current address: Dept. of Education, Tulane Univ., New Orleans, LA 70118.

Teacher treatment of error was analyzed along sociolinguistic dimensions in order to describe the repertoire of alternatives teachers might use in responding differentially to their students' mistakes. Errors were categorized according to broad grammatical type, and teacher responses were categorized according to a discourse mode of teacher feedback to learner error. Error-response episodes were analyzed for their role in classroom discourse, as well as to determine the individual teachers' style of differential error treatment. Four distinct styles of corrective treatment were found. These response styles were characterized for their relationships to current theory in first and second language acquisition.

3. Perez, Charlene. The syntactic complexity of the bilingual child: some theoretical considerations and pedagogical implications. Ph.D., The Univ. of Texas at Austin, 1980. Adviser: Rudolph Martin, The Foreign Language Education Center (Bilingual Education). Writer's current address: 5203 Rambling Range, Austin, TX 78759.

The research analyzed the syntactic complexity of the rewrites of a controlled-content passage by monolingual Spanish and bilingual Spanish-English schoolchildren and adults in Puerto Rico. Recommendations for further research and for implementation of the findings in language curriculum were offered.

4. Platt, Aminta G. English as a second language and bilingual education. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 137 Marks Pl., North Bergen, NJ 07047.

Attempts to clarify and support the goals of ESL and bilingual education as defined in concurrence with the Bilingual Act, Title VII. Personal experiences are presented as well as a description of the program in the writer's school in northern New Jersey.

SEE ALSO: 39

CONTRASTIVE STUDIES

5. Corr, A. Maureen. A contrastive analysis of some English and Chinese syntax. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: Maryknoll Sisters Center, Maryknoll, NY 10545.

An analysis of basic syntactic patterns of English and Chinese. The particular problems of the Chinese speaker learning English are pointed out. A short course outline for a college freshman conversational class is included.

6. Shaffer, Lauren D. Syntactic nonstandard features of black and white college freshmen. M.A., Univ. of Pittsburgh, 1980. Adviser: Christina Paulston, Dept. of General Linguistics.

7. Yamashita, Shunsuke. Ellipsis and Japanese verbals. M.A., Kansas State Univ., 1979. Adviser: James L. Armagost, Interdepartmental Linguistics Program, Dept. of Speech. Writer's current address: 1932 Takamatsu-cho, Takamatsu, Kagawa-ken, Japan 761-01.

An attempt to explain what causes ellipsis, through a contrastive study of English and Japanese. Deals with the relationship between ellipsis and some features of Japanese verbals that English verbals do not have.

SEE ALSO: 8, 10, 45, 61

8. Casken, Sarah T. Positive and negative politeness strategies and their influence on American and British English discourse. M.A., Univ. of Hawaii, 1980. Adviser: Richard W. Schmidt, ESL. Writer's current address: 5018 Geer Rd., Turlock, CA 95380.

This study examines the importance of politeness and suggests the need for further investigation into its role in conversations and social interaction.

9. Mahler, Jeanie C. Teaching American culture through the American musical theater. MATESL, UCLA, 1979. Adviser: S. Robert Greenberg, Dept. of English.

Describes the development of an American culture course using scenes from works of the American musical theater. Included are a list of teaching possibilities and audiovisual materials to aid in the explanation of various cultural aspects as well as a methodology for incorporating the scenes into the ESL classroom.

10. Radford, Allison E. Outstanding teacher characteristics as perceived by Saudi Arabian ESL students and American college students. MATESL, UCLA, 1980. Adviser: S. Robert Greenberg, Dept. of English.

The results of this study indicated distinct differences between the Saudi Arabian and American students in three areas of evaluation. The teacher characteristics important to American students, such as knowledge of subject and clarity in lesson organization, differed from the characteristics of good manners and sensitivity to students' academic and personal problems considered important by the Saudi students. In learning disposition, the Saudis indicated a preference for structured learning style, whereas the Americans indicated no strong preference for either structured or independent learning style. Intellectual orientation was markedly different in that the Saudi Arabians appeared to prefer more imaginative and experimental approaches to dealing with and/or applying ideas than the American students. These findings suggest that students may differ in their expectations of the teacher and the classroom because of cultural background.

11. Young, Clifford E. Nonverbal communication in the EFL classroom. Ph.D., Georgetown Univ., 1979. Adviser: Robert J. Di Pietro, Dept. of Linguistics.

The writer found that (1) nonverbal behaviors are mostly learned behaviors; (2) problems in communication will arise between EFL students and Americans because of culturally learned differences in nonverbal behavior; and (3) many teachers do not purposely integrate nonverbal considerations into their EFL classrooms. The dissertation offers examples of how individual

aspects of nonverbal communication can be drilled; multimodality approaches are also examined.

SEE ALSO: 26, 30, 37, 46, 49.

CURRICULUM

12. Bernbrock, Christopher W. Determining English-language needs for curriculum planning in a Thai business college. MATESL, UCLA, 1979. Adviser: Clifford H. Prator, Dept. of English.

On the basis of the findings of a survey, a three-phased English-language curriculum was recommended: (1) an English for Academic Purposes (EAP) component for first-year students, linking English courses with business courses as adjuncts in several ways; (2) an English for General Purposes (EGP) component for second-year students, using literature to consider culture for purposes of general education; (3) an English for Occupational Purposes (EOP) component for third-year students, utilizing dummy companies in a variety of ways to teach business communications. A supplemental English language-learning center, as well as a semi-autonomous alumni language institute offering advanced English courses and courses in other languages were also proposed.

13. Friedman, Dvora R. ESL curriculum for college-bound young adults newly arrived in this country. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 116 81st Ave., Kew Gardens, NY 11415.

14. Kavouri, Panagiota. An English for science and technology program for Greek university students. M.A., Hunter College, 1979. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 46-08 25th Ave., Astoria, NY 11103.

The writer studies the English used in scientific literature and suggests ESP programs, methods, and materials to help intermediate and advanced college students improve their reading and writing techniques in the sciences. A sample unit is included.

15. Miles, Norma D. Toward domesticating the English literature curriculum of Jamaican schools. MATESL, UCLA, 1979. Adviser: Clifford H. Prator, Dept. of English.

This study examines the literature of Jamaica, which is written both in Standard Jamaican English and Jamaican Creole, and offers suggestions for incorporating some of these materials into the English literature curriculum. Jamaican language problems and policies are also discussed.

16. Pierson, Ruth A. Joint TEFL training of Peace Corps volunteers and host country nationals in Togo: an experience

and recommendations. M.A.T., School for International Training, 1980. Adviser: Ruthanne Brown, M.A.T. Program. Writer's current address: 274 Belmont, Watertown, MA 02172.

17. Salloum, Victoria W. English at the intermediate level in Lebanon: problems and prospects. Ph.D., Georgetown Univ., 1979. Adviser: David P. Harris, Dept. of Linguistics. Writer's current address: Faculty of Arts, Lebanese University, Beirut, Lebanon.

In the context of current ESP and EST theory, covers the ESL developmental program from elementary to intermediate, with emphasis on the analysis of the English language science materials used at the intermediate level.

18. Thornton, Elizabeth A. A needs analysis for a multi-language degree program in Tunisia. MATESL, UCLA, 1980. Adviser: Clifford H. Prator, Dept. of English.

Describes the English language component of a novel multi-language four-year degree program designed to fit the requirements of a developing nation and examines the extent to which such a component corresponds to the needs of the students who plan to work in business and government upon completion of their studies.

SEE ALSO: 68

GRAMMAR

19. Alexander, Susan R. A notional approach to teaching and learning the passive voice in English. M.A., Univ. of Colorado (Boulder), 1980. Adviser: David Rood, Dept. of Linguistics. Writer's current address: Main St., Wales, MA 01081.

This paper surveys the ways in which the major theories of language have been applied to teaching the passive voice; attempts to set in perspective teaching from a notional point of view; briefly summarizes this approach; and suggests a breakdown of the passive voice, based on speaker motivation for producing a passive voice utterance.

20. Minaya, Liliana. Analysis of children's Peruvian-Spanish narratives: implications for the preparation of basic readers. Ph.D., The Univ. of Texas at Austin, 1980. Adviser: John G. Bordie, Foreign Language Education Center (Bilingual Education). Writer's current address: 3200 Hemphill Pk., Austin, TX 78705.

Results of this study revealed the existence of a syntagmatic scheme of narrative structure in Peruvian Spanish similar to that proposed by Labov (1967) for American English narratives. Three major differences were that (1) the boundaries

between abstract and orientation clauses were difficult to determine (semantic criteria had to be used to determine which clauses were abstracts and which ones were orientations); (2) orientation clauses were scattered all over the narrative; and (3) the last section of the narrative, the coda, rarely occurred.

SEE ALSO: 3, 5, 6, 7, 21, 23, 31, 53, 54, 56, 59, 61, 69

METHODS AND MATERIALS

21. Boone, Eleanor C. A resource and idea book for teachers of English to speakers of other languages. M.A.T., School for International Training, 1978. Adviser: Michael Jerald, M.A.T. Program. Writer's current address: 1827A Biltmore Ave., N.W., Washington, D.C. 20009.

Provides resources (teaching ideas, techniques, and suggestions) for presenting, developing, and reinforcing pronunciation, grammar, vocabulary, reading, writing, and conversation. Should be especially useful for Peace Corps EFL teachers in host country secondary schools.

22. Dermody, John P. Small-group work in the ESL classroom: a personal investigation. MATESL, UCLA, 1980. Adviser: Clifford H. Prator, Dept. of English.

An investigation of the variables that come into play during small-group work and why it would appear to be important in the ESL classroom. Small-group work proved to be an effective teaching/learning method but did not differ significantly from other techniques with regard to achieving specific objectives.

23. Gehman, Monique N. and Anne H. Jones. A generative language approach to ESL for children: considerations and activities. M.A.T., School for International Training, 1979. Adviser: Marilyn Funk, M.A.T. Program. Writers' current addresses: Monique Gehman, 39 South Main St., South Deerfield, MA 01373; Anne Jones, 3070-1 Sunset Dr., Marina, CA 93933.

This guide includes teaching considerations relevant to children in the primary grades in general and specifically to ESL. Suggested readings and resources are listed.

24. Goodman, Bertha. Improving foreigners' pronunciation of American English. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 737 Empire Ave., Far Rockaway, NY 11691.

Includes an analysis of basic phonetics and a model of nine lessons for teaching American phonemes, using a multi-approach technique (audiolingual, syntactic, articulatory, theatrical, contrastive analysis, visual aids, and games).

25. Graham, Philip B. Teaching oral communication skills via authentic material: a description and analysis of a learning experience in Japan. M.A.T., School for International Training, 1980. Adviser: Diane Larsen-Freeman, M.A.T. Program. Writer's current address: 171 Western Ave., Brattleboro, VT 05301.

Defines authentic material and describes how the language teacher can find or produce it. Includes three demonstration lessons.

26. Harris, Carol S. Nonverbal communication. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 97-25 64th Ave., Rego Park, NY 11374.

Presents suggestions for lessons that may be used in the ESL classroom to help students learn accepted American signs and other aspects of nonverbal communication.

27. Herman, Ilene A. The learning activity packet in the ESL classroom. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 248 Links Dr., Oceanside, NY 11572.

Presents two LAPs to be used with ESL students. The first, on writing, is divided into the following units: script, capitalization, the personal letter, and the business letter. The second, dealing with pronouns, teaches subject and object pronouns in one unit and possessive pronouns in the other.

28. Janusz, David P. Television commercials in the English as a second language classroom. MATESL, UCLA, 1980. Adviser: Clifford H. Prator, Dept. of English.

Treats from theoretical and practical aspects the selection and use of television commercials as lesson supplements in the ESL classroom.

29. Jobe, Patricia B. A computerized English practice program for speakers of other languages. M.A., The Univ. of Texas at Austin, 1980. Adviser: Mark Sen;, Foreign Language Education Center (TEFL). Writer's current address: 3403 Bonnie Rd., Austin, TX 78703.

Includes a discussion of the state of the art of computer-assisted instruction in the foreign language field and an application of current programming techniques to some of the major error-producing problems for intermediate-level learners of English. The program consists of a series of instructional and practice sequences, each with its own evaluation sequence; a cloze tes and record-keeping files.

30. Puterman, Harriet G. An individualized instructional program for teaching English as a second language to adults. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL

Program. Writer's current address: 67-30 Dartmouth St., 5B, Forest Hills, NY 11375.

The author chooses the LAP and independent study as the two techniques most suited and relevant to the needs of adult ESL students. Samples of refined LAPs and independent studies relating to reading improvement and cross-cultural understanding for intermediate and advanced students are included.

31. Reish, Sara J. Intermediate-level English lessons for non-native speakers of English based on Old Testament personalities. M.A., Ball State Univ., 1980. Adviser: Janet Ross, Dept. of English. Writer's current address: 3003 Greenbriar Rd., Anderson, IN 46011.

A series of ten lessons suitable for use in English-Bible classes and/or seminary classes for non-native speakers of English. The emphasis is on learning English for communication, but the lessons are also structured to utilize learning English as a tool to stimulate spiritual growth. The material is sequenced according to grammatical structures and Biblical chronology.

32. Reynolds, Julianne. Games and teaching communicative competence. M.A., Univ. of Hawaii, 1979. Adviser: Ted Plaister, Dept. of ESL.

33. Rogers, Sue and Marion Macdonald. A file of student-invested activities for the foreign language classroom. M.A.T., School for International Training, 1979. Adviser: Patrick Moran, M.A.T. Program. Writers' current addresses: Sue Rogers, 2612 North 93rd St., Omaha, NE 68134; Marion Macdonald, Aptdo. 647, Managua, Nicaragua.

This study is based on the assumption that language learning is more successful when the students involve themselves actively in generating their own language lesson in a cooperative setting. A short preface explains the rationale behind the file and includes a guide to terminology, recommended materials, and a bibliography. To facilitate teacher usage, the 81 activities are presented on 5 x 8 index cards, divided into eight general categories.

34. Sween, Mary. An approach for teaching the illiterate ESL student how to read and write. M.A.T., School for International Training, 1980. Adviser: Mike Jerald, M.A.T. Program. Writer's current address: 3-C Brookside East, Brattleboro, VT 05301.

35. Zoebelein, Judith A. High interest readings for the adult beginning ESL student. M.A.T., School for International Training, 1979. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: Berkshire School, Sheffield, MA 02157.

A compilation of eight stories on topics interesting to a mature reader yet linguistically simple enough for a beginning ESL student.

SEE ALSO: 9, 10, 11, 14, 15, 19, 62, 63, 64, 65, 66, 67, 68, 69

PHONOLOGY

36. Gasser, Michael E. Suprasegmental meaning in English. MATESL, UCLA, 1979. Adviser: Russell N. Campbell, Dept. of English.

The meanings of suprasegmentals are dealt with under several categories: identificational, informational, conceptional, modal, functional, emotional, and stylistic. Suprasegmentals are seen to play a significant role in the following: the identification of the speaker's sex; the division of utterances into information units; the distribution of information throughout utterances; the conveying of degrees of certainty; the conveying of the communicative functions of utterances and the marking of the speaker's emotional state; the signalling of humorous, sarcastic, or sexual intent; the signalling of degrees of formality; and the marking of the status relationships existing between the speaker and listener. Consideration is given to the pedagogical implications of the claims regarding suprasegmentals.

SEE ALSO: 1, 24, 25, 58

PROFESSION

37. Boggs, Maria A. Teaching overseas. M.A.T., School for International Training, 1979. Adviser: Mary Clark, M.A.T. Program. Writer's current address: Northrop Corporation, Box 231, APO, New York, NY 09671.

Geared to language teachers planning to work and live abroad, this is a personal account, in the form of reports, of the life and educational systems of seven nonwestern countries.

38. Hardin, Paul C. Educational (self-) evaluation instrument for teachers of English as a second language. M.A., Brigham Young Univ., 1980. Adviser: Frank R. Otto, TESL Program, Dept., of Linguistics. Writer's current address: 738 E. 750 N., Provo, UT 84601.

An instrument based on six high-priority concepts encountered in literature and research concerning teacher evaluation, educational psychology, and management theory.

39. McIlhenny, Anne M. The role of the paraprofessional in the ESL/bilingual program. M.A., Hunter College, 1980.

Adviser: Nancy Frankfort, TESL program. Writer's current address: 612 W. 187 St., New York, NY 10033.

A set of guidelines indicating how teachers and paraprofessionals, through sharing, planning, and discussion, can accomplish much to aid each other.

SEE ALSO: 11

PSYCHOLINGUISTICS

40. Mulla, Mohammed. Aptitude, attitude, motivation, anxiety, intolerance of ambiguity, and other biographical variables as predictors of achievement in EFL by high school science major seniors in Saudi Arabia. Ph.D., Univ. of Michigan, 1979. Advisers: Carl Berger and John Upshur, Education and Linguistics (interdepartmental).

41. Walker, Dianne H. Self-concept of ability and ESL proficiency. MATESL, UCLA, 1980. Adviser: Evelyn Hatch, Dept. of English.

An investigation of the relationship between self-concept of ability and English as a second language proficiency for first-year students at the Chinese University of Hong Kong.

While supporting the literature in the field, which suggests a positive relationship between self-concept of ability and academic achievement, the data suggest the need for a clearer definition of self-concept of ability--perhaps as a moderator variable.

42. Weide, Robert L. Vocabulary recall and comprehension of dialogues and paragraphs by non-native speakers of English. M.A., Univ. of Pittsburgh, 1980. Adviser: Thomas Scovel, Dept. of General Linguistics. Writer's current address: Dept. of General Linguistics, Univ. of Pittsburgh, Pittsburgh, PA 15260.

A study of the difference between the processing loads which written dialogues and prose paragraphs impose on students of English as a foreign language.

SEE ALSO: 45, 49, 56

READING

43. Blair, Thomas E. A profile of variation in reader paragraphing among native and nonnative speakers of English. M.A., Univ. of Hawaii, 1980. Adviser: Richard W. Schmidt, Dept. of ESL. Writer's current address: Dept. of Rhetoric, 2125 Dwinelle, UC Berkeley, Berkeley, CA 94720.

Suggests that readers achieve literacy only once and that a lack of literacy in one's first language can be more of a barrier to accurate reading than can a lack of fluency in English.

44. Grivas, Sophia. Reading readiness for the English as a second language learner. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 18-38 21st Rd., Astoria, NY 11105.

45. Howe, Allison G. Assigning meaning to unfamiliar words in context: an investigation of native and non-native English reader strategy use. M.A., Univ. of Hawaii, 1980. Adviser: Richard W. Schmidt, Dept. of ESL. Writer's current address: Ashiya Univ., Ashiya-Shi, Hyogoken, Japan.

An investigation of the cognitive strategies employed by native and non-native readers of English in assigning meaning to unfamiliar words encountered in prose. Results suggest that Japanese and American university students share the same repertoire of strategies. Non-native subjects, however, demonstrate less success in selecting and applying appropriate strategies dealing with syntactic and morphophonic elements of the text. Examples of mediated and immediate meaning assignment are given. Lexical meaning assignment is also linked to a general problem-solving model.

46. Johnson, Patricia A. The effects of the language complexity and the culturally determined background of the text on the reading comprehension of Iranian students in ESL. Ph.D., Univ. of Illinois at Urbana-Champaign, 1980. Adviser: John A. Lett, Jr., Program in Second Language Acquisition and Teacher Education. Writer's current address: 1002 W. First St., Lee's Summit, MO 64063.

Results of the study suggest greater effects for cultural origin than for language complexity. Implications for materials selection and design are also discussed.

47. Pakenham, Kenneth J. The resolution of lexically-reinforced anaphoric reference and its relation to reading in English as a second language. Ph.D., Univ. of Pittsburgh, 1980. Adviser: Thomas Scovel, Dept. of Linguistics. Writer's current address: Dept. of English, Univ. of Akron, Akron, OH 44325.

Reading research has suggested that one of the skills of a good reader is the ability to identify the referents of anaphoric items in a text. This study investigates the ways in which English exploits the lexicon for nonpronominal anaphoric reference and how speakers of English as a second language resolve this type of reference.

48. Rooney, Florence. Reading strategies of Japanese students in reading English as a second language. M.A., Univ. of Hawaii, 1979. Adviser: Charles Mason, Dept. of ESL.

SEE ALSO: 20, 21, 30, 34, 35, 42

49. Acton, William. Perception of lexical connotation: professed attitude and sociocultural distance in second language learning. Ph.D., Univ. of Michigan. Adviser: Kenneth C. Hill, Dept. of Linguistics. Writer's current address: Dept. of English, Univ. of Houston, Houston, TX 77004.

50. Assubaiai, Saud H. Empirical bases for the interlanguage of Arab students learning English. Ph.D., Georgetown Univ., 1979. Adviser: Robert J. Di Pietro, Dept. of Linguistics. Writer's current address: P.O. Box 2198, Mecca, Saudi Arabia.

51. Gottschy, Korani. Written American humor in ESL texts: a rating comparison between natives and non-natives. M.A., Brigham Young Univ., 1980. Adviser: Harold S. Madsen, TESL Program, Dept. of Linguistics. Writer's current address: 1701 E. 4225 S., Salt Lake City, UT 84117.

This thesis attempts to determine (1) the degree of difference between these two groups and among varying ability levels of non-native speakers as far as their ranking of humor is concerned, and (2) whether or not age, sex, and the length of time students have spent in various English-speaking countries are involved in the perception of humor of the natives and non-natives.

52. Hirose, Tizuko and Tsizuco Iwase. Interference of Brazilian Portuguese on learning English. M.A.T., School for International Training, 1979/80. Adviser: Alex Silverman, M.A.T. Program. Writers' current addresses: Tizuko Hirose, Apt. 112, Rua dos Estudantes, 242, Liberdade S.P. CEP 01505 Brazil; Tsizuco Iwase, Rua Barao de Maua, 728, Guarulhos, CEP 07000, São Paulo, Brazil.

53. Little, Bobby G. Acquisition of determiner functions. MATESL, UCLA, 1980. Adviser: Roger W. Anderson, Dept. of English.

This study, whose subjects were 27 Japanese ESL students, sought evidence of a possible sequence of acquisition for the functions of the English article system.

The high proficiency students in the group performed significantly better than the low group in article usage on an objective test; however, in the writing samples, the difference between the two groups was not statistically significant. Scores on the Test of English as a Foreign Language and the Michigan Placement Test were found to correlate moderately with scores representing proficency in article usage in the two research instruments. An analysis of correct and erroneous article usage revealed some very clear patterns, which suggest

possible sequences of acquisition. The error patterns suggest that the subjects have the greatest difficulty in using the definite article, with zero functions the easiest. However, only a few individuals reflected the group pattern.

54. McNamara, Martha J. The monitor model: testing some of its hypotheses. M.A., Univ. of Pittsburgh, 1980. Adviser: Christina Paulston, Dept. of General Linguistics.

A report on a morpheme acquisition study that was conducted in an attempt to test some of the hypotheses of the monitor theory, which posits that L^2 learners internalize the rules of the target language through acquisition and/or learning. The writer concludes that there is a need to reevaluate the monitor theory as well as the morpheme acquisiton studies that are claimed to provide direct evidence for it.

55. Nelson, John E. Language systems in adult informal second language learners. Ph.D., McGill Univ., 1980. Adviser: G. Richard Tucker, Dept. of Education in Second Languages. Writer's current address: Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, DC 20007.

An examination of the adult L^2 learner who develops proficiency without formal instruction. Four subjects were selected for analysis: two relatively strong English speakers and two relatively weak speakers. A sociolinguistic survey was done of the subjects' English experience, and discourse analyses were made of their English production. Common orders of difficulty of various linguistic features were found across subjects as were common stages of acquisition.

56. Smith, Mark A. On the acquisition of must, have to, and have got to by German speakers. M.S., Cornell Univ., 1980. Adviser: Sally McConnell-Ginet, Dept. of Modern Languages and Linguistics. Writer's current address: Route 1, Box 87, Gaston, IN 17342.

A report of an error analysis of the acquisition of English must, have to, and have got to by native German speakers. Interlanguage characteristics of informants are described in terms of a grammatical model developed for the study, in which the syntax of the forms is analyzed and related to underlying deontic and epistemic meanings. Contexts used in eliciting data and a major portion of the corpus are provided.

SEE ALSO: 1, 2

SOCIOLINGUISTICS

57. Lee, Young J. Motivational and attitudinal variables in the learning of English as a foreign language: a sociolinguis-

tic study of Korean high school students. Ph.D., Univ. of Michigan, 1980. Advisers: H. Douglas Brown and Bradford Arthur, Education and Linguistics (interdepartmental). Writer's current address: 3014 Patrick Henry Dr., Apt. #101, Falls Church, VA 22044.

58. Poore, Suzanne E. The identification of foreign accents by nonnative speakers of English. M.A., Univ. of Pittsburgh, 1980. Adviser: Thomas S. Scovel, Dept. of General Linguistics. Writer's current address: Dept. of General Linguistics, Univ. of Pittsburgh, Pittsburgh, PA 15260.

SEE ALSO: 2, 15, 49, 55

TESTING

59. Anderson, Donald K. Apocryphon: cohesion and the cloze test. MATESL, Univ. of Illinois, Urbana-Champaign, 1980. Adviser: Lyle F. Bachman, Division of ESL. Writer's current address: Chez Mathieux, 88 ave. Lanessan, 69410 Champaigne-au-Mont D'or, France.

To examine empirically specific aspects of Halliday and Hassan's model of cohesion, as well as pragmatic expectancies, a cloze test, using a rational deletion procedure, was administered to 195 entering foreign students at the University of Illinois. While a distinct order of difficulty was observed among low proficiency students--strategic elements > cohesive elements > syntactic elements--this ordering did not obtain among high English proficiency students. Results also indicate that the grammatical complexity and the direction of, as well as the distance between, presupposed and the presupposing elements influence the confirmation or invalidation of expectancies generated in the processing of a text.

60. Scott, Mary L. The effect of multiple retesting on affect and test performance. M.A., Brigham Young Univ., 1980. Adviser: Harold S. Madsen, Dept. of TESL. Writer's current address: 25 E. 900 N., Apt. #5, Provo, UT 84601.

61. Wijasuriya, Basil S. A list of testable items based on a contrastive analysis of Malay/English and an error analysis of students' compositions with a proficiency test based on these items. Ph.D., Georgetown Univ., 1980. Adviser: Robert Lado, Dept. of Linguistics. Writer's current address: University Kebangsaan Malaysia, Bangi, Selangor, Malaysia.

A language proficiency test in the area of English syntax for adult native speakers of Malay who are learning English. A structural comparison of Malay and English is presented, and based on this comparison, the areas of interference are

identified. A list of the errors the learner of English is likely to make is worked out. An error analysis of university students' compositions is also presented, and a list of errors that arise out of factors other than interlanguage interference is compiled. The language proficiency test in this work is based on these two lists.

SEE ALSO: 53

VISUAL AIDS

62. Green, Barbara G. The role of the teacher-made visual aid in the adult ESL classroom. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 161 East 71st St., New York, NY 10021.

Evaluates teacher-made visuals for adults and attempts to relate them to current theories of visual learning, design, color, and size. The writer describes the uses of a number of visual aids and concludes that teacher-made visuals are valuable in ESL classrooms as much for adults as for children.

63. Kresz, Helen. The use of photographs as visual aids in teaching English as a second language. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, TESL Program. Writer's current address: 64-40 110th St., Forest Hills, NY 11375.

The focus of this paper is on teacher-made photographs and slides, correlating the visual image with verbal and written symbols. An attempt is also made to show the usefulness of this and other visual aids in teaching second language skills to aurally impaired students.

VOCABULARY

64. Wakai, Helen K. Lexical exploration for advanced ESL students in public health. M.A., Univ. of Hawaii, 1979. Adviser: Ruth Crymes, Dept. of ESL. Writer's current address: 1561 Kanunu St., Apt #2104, Honolulu, HI 96814.

Explores and analyzes the lexicon of English for preventive medicine and suggests instructional approaches. Common lexical processes are presented, distinctive features are identified and analyzed, tentative generalizations are drawn, and instructional guidelines are proposed.

SEE ALSO: 21, 42, 45, 47, 49

65. Bear, Jean M. Topic units in planned English discourse. M.A., Univ. of Hawaii, 1979. Adviser: R. Jacobs, Dept. of ESL. Writer's current address: 865 Puuomao St., Honolulu, HI 96825.

This project is composed of a sequence of topic units. Each unit is composed of clauses--not sentences--and consists of two parts: a head proposition and a set of comments. The head proposition serves as topic and is joined to its comments by the framing function of a topic and by cohesive ties as described by Halliday. The comments are united among themselves on the basis of similarity. Because they are composed of clauses, topic units interact freely with sentences and with paragraphs. Practical applications of these results may be useful in teaching composition to native speakers as well as to second language learners.

66. Chapman, Jean B. Composition materials for adult ESL students: adapting English as a foreign language advanced composition materials for university students for use with adult education English as a second language students. M.A., Univ. of Illinois at Chicago Circle, 1980. Adviser: Andrew Schiller, Dept. of Linguistics. Writer's current address: 1302 White Water La., Palatine, IL 60067.

67. Higa, Tami K. A teacher's manual of teaching techniques for composition. M.A., Univ. of Hawaii, 1979. Adviser: Nancy Cramer, Dept. of ESL. Writer's current address: 1457 Ohialoke St., Honolulu, HI 96821.

A practical handbook of teaching methods and techniques for English and ESL composition on the intermediate and advanced levels.

68. Suksaeresup, Nitaya. Current practices and trends in the teaching of written English composition in teacher-training colleges in Thailand. Ph.D., The Univ. of Texas at Austin, 1980. Advisers: James Kinneavy and Walter Lamberg, Foreign Language Education Center (TEFL). Writer's current address: 405 West 18th St., Austin, TX 78701.

Results of a study based on a questionnaire administered to (1) English composition teachers teaching in these colleges at present and (2) those who have had experience in the teaching of English composition in the past. Also includes suggestions and recommendations for dealing with the problems encountered by the respondents.

69. Thomsen, Mary. From ASL to English: a case study in teaching written English to a deaf adult. MATESL, UCLA, 1980. Adviser: Evelyn Hatch, Dept. of English.

Describes research in which an adult native speaker of English and a deaf adult user of American Sign Language (ASL) helped teach each other their respective languages. The primary purpose of the study was to improve the written English, particularly the uses of the past tense, of the deaf subject, although attention was given to the hearing subject's learning of ASL. The researcher acted as ESL teacher, sign language interpreter, and facilitator in this process by using TESL and "total communication" techniques. Error analysis revealed that these techniques did improve the subjects' skill in writing grammatical English.

SEE ALSO: 21, 27, 34, 61

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Stephen Cooper (Ph.D., Louisiana State University) is on the graduate faculty and teaches in the speech department at LSU. He coordinates the university's overseas study programs and directs the Summer Institute in English for Quebec Teachers, which he developed in 1975. He has written for speech journals and for the TESOL Quarterly.

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